

A STUDY ON TRAINING EFFECTIVENESS

¹GOWSALYA R S, ²ASMA V.K.M

¹Assistant Professor, ²PG Scholar
Department of Management Studies
Bharath Niketan Engg. College,
Affiliated to Anna University

ABSTRACT: Training plays an important role in the effectiveness of organisations and to the experiences of people in work. Training has implications for productivity, health and safety at work and personal development. Modern organizations therefore use their resources for permanent training and advancement of their employees. Organizations which are constantly creating new knowledge, extending it through the entire organization and implementing it quickly inside the new technologies, develop good products and excellent services. Training effectiveness is the measurement of improvement in the employee's knowledge, skill and behavioural pattern within the organization as a result of training program. This measurement help to match the cost incurred in the design and implementation of training with the associated benefits. Thus, it indicates whether the program has been able to deliver its intended goals and objectives. The purpose of this paper is to review the model of training effectiveness for the adoption by the human resources development executives in their planning, designing and implementation training program.

Keywords: Employee Training, Employee Development, Employee Productivity.

INTRODUCTION

1.1 Introduction

Training constitutes a basic concept in human resource development. It is concerned with developing a particular skill to a desired standard by instruction and practice. Training is a highly useful tool that can bring an employee into a position where they can do their job correctly, effectively, and conscientiously. Training is the act of increasing the knowledge and skill of an employee for doing a particular job.

Training is teaching, or developing in oneself or others, any skills and knowledge that relate to specific useful competencies. In addition to the basic training required for a trade, occupation or profession observers of the labor-market recognize as of 2008 the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development.

1.1.2 Definition

Dale S. Beach defines training as 'the organized procedure by which people learn knowledge and/or skill for a definite purpose'. Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by a particular job and organization.

According to Edwin Flippo, 'training is the act of increasing the skills of an employee for doing a particular job'.

1.1.3. Need for Training

Every organization should provide training to all the employees irrespective of their qualifications and skills. Specifically the need for training arises because of following reasons:

- Environmental changes
- Organizational complexity
- Human relations
- To match employee specifications with the job requirements and organizational needs.
- Change in the job assignment.

1.1.4 Importance of Training

- New candidates who join an organization are given training. This training familiarize them with the organizational mission, vision, rules and regulations and the working conditions.
- The existing employees are trained to refresh and enhance their knowledge.

- If any updations and amendments take place in technology, training is given to cope up with those changes. For instance, purchasing a new equipment, changes in technique of production, computer implantment. The employees are trained about use of new equipments and work methods.
- When promotion and career growth becomes important. Training is given so that employees are prepared to share the responsibilities of the higher level job.

1.1.5 Types of Training

Various types of training can be given to the employees such as induction training, refresher training, on the job training, vestibule training, and training for promotions.

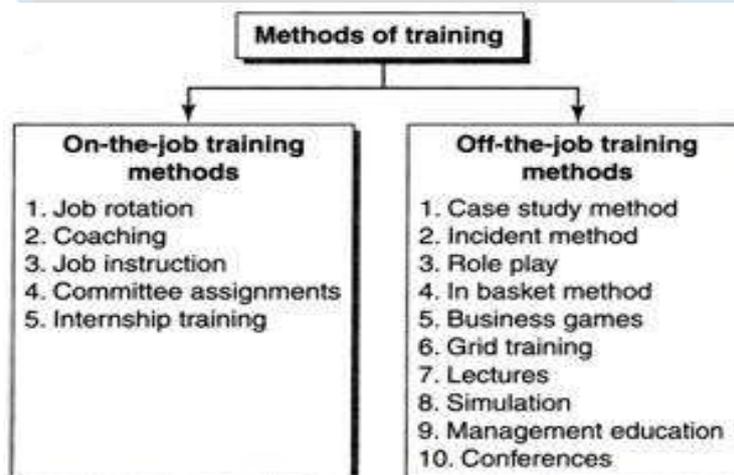
Some of the commonly used training programs are listed below:

- **Induction training** - Also known as orientation training given for the new recruits in order to make them familiarize with the internal environment of an organization. It helps the employees to understand the procedures, code of conduct, policies existing in that organization.
- **Job instruction training** - This training provides an overview about the job and experienced trainers demonstrates the entire job. Addition training is offered to employees after evaluating their performance if necessary.
- **Vestibule training** - It is the training on actual work to be done by an employee but conducted away from the work place.
- **Refresher training** - This type of training is offered in order to incorporate the latest development in a particular field. This training is imparted to upgrade the skills of employees. This training can also be used for promoting an employee.
- **Apprenticeship training** - Apprentice is a worker who spends a prescribed period of time under a supervisor.

1.1.6 Methods of Training

Management development is a systematic process of growth and development by which the managers develop their abilities to manage. It is concerned with not only improving the performance of managers but also giving them opportunities for growth and development.

There are two methods through which managers can improve their knowledge and skills. One is through formal training and other is through on the job experiences. On the job training is very important since real learning takes place only when one practices what they have studied. But it is also equally important in gaining knowledge through classroom learning. Learning becomes fruitful only when theory is combined with practice. Therefore on the job methods can be balanced with classroom training methods (off-the-job methods).



- On-the-job Training (OJT) Methods

This is the most common method of training in which a trainee is placed on a specific job and taught the skills and knowledge necessary to perform it.

- **Job rotation** - This training method involves movement of trainee from one job to another gain knowledge and experience from different job assignments. This method helps the trainee understand the problems of other employees.
- **Coaching** - Under this method, the trainee is placed under a particular supervisor who functions as a coach in training and provides feedback to the trainee. Sometimes the trainee may not get an opportunity to express his ideas.
- **Job instruction** - Also known as step-by-step training in which the trainer explains the way of doing the jobs to the trainee and in case of mistakes, corrects the trainee.

- **Committee assignment** - A group of trainees are asked to solve a given organizational problem by discussing the problem. This helps to improve team work.
- **Internship training** - Under this method, instructions through theoretical and practical aspects are provided to the trainees. Usually, students from the engineering and commerce colleges receive this type of training for a small stipend.

The advantages of OJT are as follows

1. On the job method is a flexible method.
2. It is a less expensive method.
3. The trainee is highly motivated and encouraged to learn.
4. Much arrangement for the training is not required.
5. On-the-job training methods are as follows
 - Off-the-job Methods

On the job training methods have their own limitations, and in order to have the overall development of employee's off-the-job training can also be imparted. The methods of training which are adopted for the development of employees away from the field of the job are known as off-the-job methods.

The following are some of the off-the-job techniques

- **Case study method** - Usually case study deals with any problem confronted by a business which can be solved by an employee. The trainee is given an opportunity to analyse the case and come out with all possible solutions. This method can enhance analytic and critical thinking of an employee.
- **Incident method** - Incidents are prepared on the basis of actual situations which happened in different organizations and each employee in the training group is asked to make decisions as if it is a real-life situation. Later on, the entire group discusses the incident and takes decisions related to the incident on the basis of individual and group decisions.
- **Role play** - In this case also a problem situation is simulated asking the employee to assume the role of a particular person in the situation. The participant interacts with other participants assuming different roles. The whole play will be recorded and trainee gets an opportunity to examine their own performance.
- **In-basket method** - The employees are given information about an imaginary company, its activities and products, HR employed and all data related to the firm. The trainee (employee under training) has to make notes, delegate tasks and prepare schedules within a specified time. This can develop situational judgments and quick decision making skills of employees.
- **Lectures** - This will be a suitable method when the numbers of trainees are quite large. Lectures can be very much helpful in explaining the concepts and principles very clearly, and face to face interaction is very much possible.
- **Simulation** - Under this method an imaginary situation is created and trainees are asked to act on it. For e.g., assuming the role of a marketing manager solving the marketing problems or creating a new strategy etc.
- **Conferences** - A meeting of several people to discuss any subject is called conference. Each participant contributes by analyzing and discussing various issues related to the topic. Everyone can express their own view point.

1.1.7 .Objectives of the Study

1. To study the training effectiveness on employee overall performance.
2. To analyse the types of training that is provided to the employees in Royal Court.
3. To analyse overall performance towards improving training activities.
4. To measure employee performance after the training provided.

1.2 REVIEW OF LITERATURE

Phillips and Pulliam (2000) reported an additional measure of training effectiveness, return on investment (ROI), was used by companies because of the pressures placed on Human Resource Departments to produce measures of output for total quality management (TQM) and continuous quality improvements (CQI) and the threat of outsourcing due to downsizing. Great debate was found in the training and development literature about the use of ROI measures of training programs. Many training and development professionals believed that ROI was too difficult and unreliable a measure to use for training evaluation (Barron, 1997).

Stufflebeam (2001) defined evaluation as a study designed and conducted to assist some audience to assess an object's merit and worth. Stufflebeam's (2001) definition of evaluation was used to assess the methods of evaluation found in this literature review. The reason for selecting Stufflebeam's definition was based on the applicability of the definition across multiple disciplines. Based on this definition of evaluation, the Kirkpatrick Model was the most frequently reported model of evaluation.

Bozionelos 2002 Placing employees in staff mentorship positions as mentors is another method that has been identified as increasing employees' skills and efficiency, while also enhancing their reputation among managers, which can lead to greater career success.

Barid, liayd, grith Darrell, lunderson, john,2003.This article focuses on training and development strategies require remodeling due to globalization and fast moving business. In order to enhance performance with less cost and development certain as peers of business, learning opinions frameworks has been defined.

Astroth 2004 Recommend that training should address what the position entails and the skills necessary for competency.

Jackson 2006 With regard to scheduling staff development, suggests that the timing of staff development can affect the success of the development program, itself. Consequently, she recommends that the timing of the training schedule be developed with consideration of staff needs and wants in terms of strategies for effective implementation. As for the ideal format of staff development, recommends that trainings focus on the "main points" and take into account diverse learning modalities, by including "hands on" activities as well as time for discussion and questions.

Kirkpatrick, 1971 Kirkpatrick's first level of measurement, reaction, is defined as how well the trainees liked the training program. The second measurement level, learning, is designated as the determination of what knowledge, attitudes, and skills were learned in the training. The third measurement level is defined as behavior. Behavior outlines a relationship of learning (the previous measurement level) to the actualization of doing. Kirkpatrick recognized a big difference between knowing principles and techniques and using those principles and techniques on the job. The fourth measurement level, results, is the expected outcomes of most educational training programs such as reduced costs, reduced turnover and absenteeism, reduced grievances, improved profits or morale, and increased quality and quantity of production.

1.3 ANALYSIS AND INTERPRETATIONS

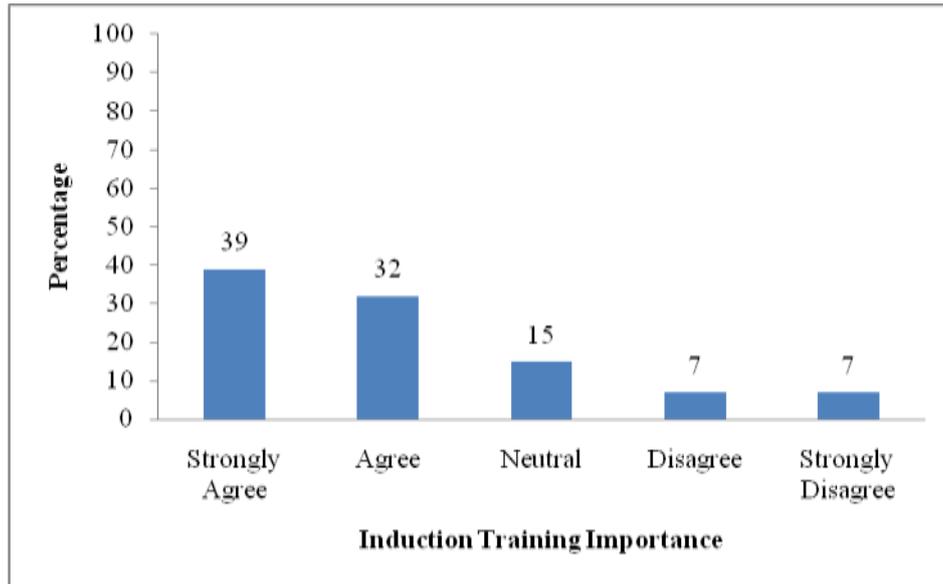
Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Training necessary For Employees	45	20	14	15	6
Induction training Importance	39	32	15	7	7
Get innovative ideas	43	20	15	14	8
My career path is Shape attending training	27	30	22	10	11

1.3.1 Percentage Analysis

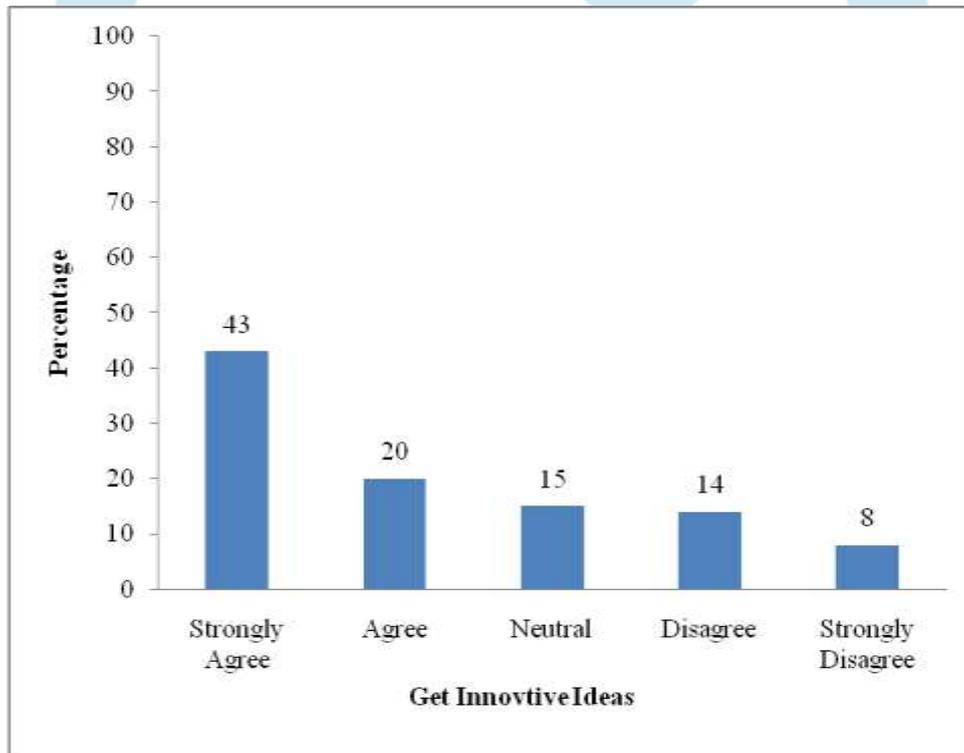
Percentage is used in making comparison between two or more series of data. Percentages are used in to describe relationship it can be used to compare in relative terms the distribution of two or more series of data.

Percentage Analysis= (No. of Respondents / Total No. of Respondents)*100

Induction training importance



Get Innovative Ideas



1.3.2 Weighted Average Method

An average in which each quantity to be averaged is assigned a weight. These weightings determine the relative importance of each quantity on the average weighted are the equivalent of having that many likes items with the same value involved in the average.

$$\text{Weighted Average Mean} = \frac{\sum w_{ax}}{\sum x}$$

Where,

W=Relative Weight (%)

X=value

Weighted Age

Highly Satisfied – 5

Satisfied – 4

Neutral – 3

Dissatisfied – 2

Highly Dissatisfied – 1

Employee Pay & Promotion

Opinion	No.of.Respondents	Weighted Age	Total weight($\sum WX$)
Highly Satisfied	36	5	180
Satisfied	26	4	104
Neutral	19	3	57
Dissatisfied	15	2	30
Highly Dissatisfied	4	1	4
Total	100	15	375

Weighted Average Mean= $\frac{\sum WX}{\sum W}$

$$=375/15$$

$$=25$$

INFERENCE

From the above table, it is inferred that the employee pay and promotion is 25% it is highly favourable.

1.4 SUGGESTIONS

1. The Organisation can arrange the training programmes at department wise in order to give focused on the entire department commonly.
2. Improve induction training program to the new comers of the organisation for first impression is to be best.
3. Training programme must be conducted at frequent intervals to help the workers update with new technologies and improve their performance.

1.5 CONCLUSION

This study was a learning experience for me and I came to know the training effectiveness programs in the organisation was positive in response but still more training effectiveness is needed in the organisation. So that the employees are motivated time by time and they should know their strength & weakness so that they can work on it & improve their knowledge & skills for the betterment of their organization.

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